2005 PAAP Mathematics Entry Slip for Content Standard

C

Student Name: _____ **Grade:** _____

STEP 1

Check the <u>ONE</u> Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the <u>ONE</u> PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1   (*Rubric Level 2*)   *Rubric Level 3*   *Rubric Level 4*

STEP 3

- Circle the <u>ONE</u> Content Standard and the <u>ONE</u> Performance Indicator used by the student to complete the work for this Content Standard Entry.

<u>**MATHEMATICS**</u>

A.	**Numbers & Numbers Sense**	1	2	3	4	
B.	**Computation**	1	2	3	4	
Ⓒ	**Data Analysis & Statistics**	①	2	3	4	5
D.	**Probability**	1	2	3	4	
E.	**Geometry**	1	2	3	4	
F.	**Measurement**	1	2	3		
G.	**Patterns, Relations, Functions**	1	2	3	4	
H.	**Algebra Concepts**	1	2	3	4	5 6
I.	**Discrete Mathematics**	1	2	3	4	
J.	**Mathematical Reasoning**	1	2			
K.	**Mathematical Communication**	1	2			

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

☐ Steps 1-3 on this Entry Slip have been completely filled out.
☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): ELA (Mathematics) Science & Technology

Content Standard: __C__ Performance Indicator: __1__ Rubric Level: __2__ Rubric Page# Math 7

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒   Constructed Response ☐   Performance Based ☐

Source of Task: _PAAP Task Bank_____ Points for Task: __6__

Task Title: _Basket Data_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.*)

The **first task** for this Entry required the student to make generalizations based on data. The generalizations were based on data that was collected, recorded, and tallied by either the teacher or the student. To create the data, the student, teacher, or other individual took 6 shots from each of three different positions on the basketball court (right of bucket, left of bucket, and foul line). Each time a shot was made the result was recorded on a given table. When the table was complete, the student used the table to answer a given set of questions.

Teacher / student recorded the data on the template.
       (circle one)

Teacher / student tallied the data on the template.
       (circle one)

Prior Knowledge and Skills Required:

The student needed to understand tables.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher arranged with the physical education teacher to mark the three positions on the basketball court and monitor (record) the shots taken. The teacher provided the table and verified accuracy of the data and tallies.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)
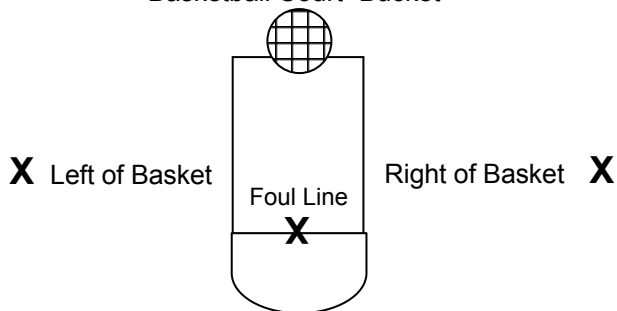
V = Shot Made

O = Shot Missed   _____ = Correct

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.)*

Student Name_____ Date_____

Basket Data

Basketball Court "Bucket"

X Left of Basket   Right of Basket   **X**

Foul Line
X

Take 6 shots from each of the three positions on the basketball court that are marked with an X. Record the results on the **table** below:

V = Shot is made

O = Shot is missed

Basket Tally Table		
Left of Basket	**Foul Line**	**Right of Basket**
Shot #		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
Total for Position* ____ **V** ____ **O**	____ **V** ____ **O**	____ **V** ____ **O**

*Recording and tallying of data are not scorable elements for this Content Standard and Performance Indicator. The student may or may not have completed this table. Scoring is based on generalizations made through the questions that follow.

Student Name_____ **Date**_____

Basket Data

Use the data from your Basket Tally Table to answer the questions below. Fill in or mark the answer that should be in the blank to make the sentence correct. Make sure the teacher has checked the accuracy of your data before answering these questions.

1. _____ shots were made from the right of the basket.
       (fill in number)

2. _____ shots were made from the left of the basket.
       (fill in number)

3. _____ shots were made from the foul line.
       (fill in number)

4. _____ shots were made from the right of the basket than from the left of the basket.

    More   Less   The same number of

5. To get the best score, most of the shots should be taken from the

    _____.

    left of the basket   foul line   right of the basket

6. To improve the score, more practice shots should be taken from the

    _____.

    left of the basket   foul line   right of the basket

% Correct _____

2005 MEA PAAP Task Description #____

Student Name: _____ **Task Date:** _____

Content Area (Circle one):   ELA   ⟨Mathematics⟩   Science & Technology

Content Standard: __C__   Performance Indicator: __1__   Rubric Level: __2__   Rubric Page# Math 7

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☐   Constructed Response ☒   Performance Based ☐

Source of Task: __PAAP Task Bank_____   Points for Task: __6__

Task Title: __Basket Data_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **second task** for this Entry was designed to allow the student to make generalizations based on data provided on two different graphs. The student used the graphs to draw conclusions based on the data.

Teacher / student recorded the answers on the template.
  (circle one)

Prior Knowledge and Skills Required:

The student needed to know how to use a bar graph and a pie graph.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher provided the table and the graphs.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)
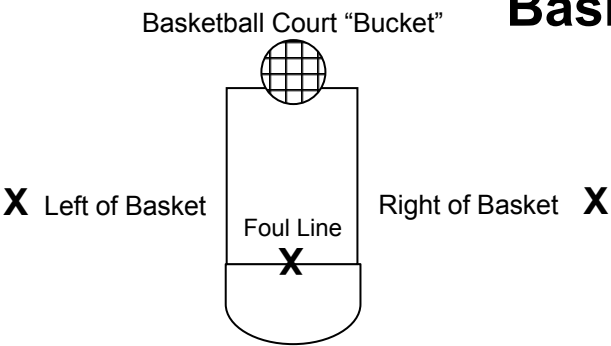 **V** = Shot Made

  O = Shot Missed   _____ = Correct

% Correct _____*

*Combination of scores on both graphs.

Other Information: (ex., *Clarify how the point value of the task was determined.)*

Basket Data

Basketball Court "Bucket"

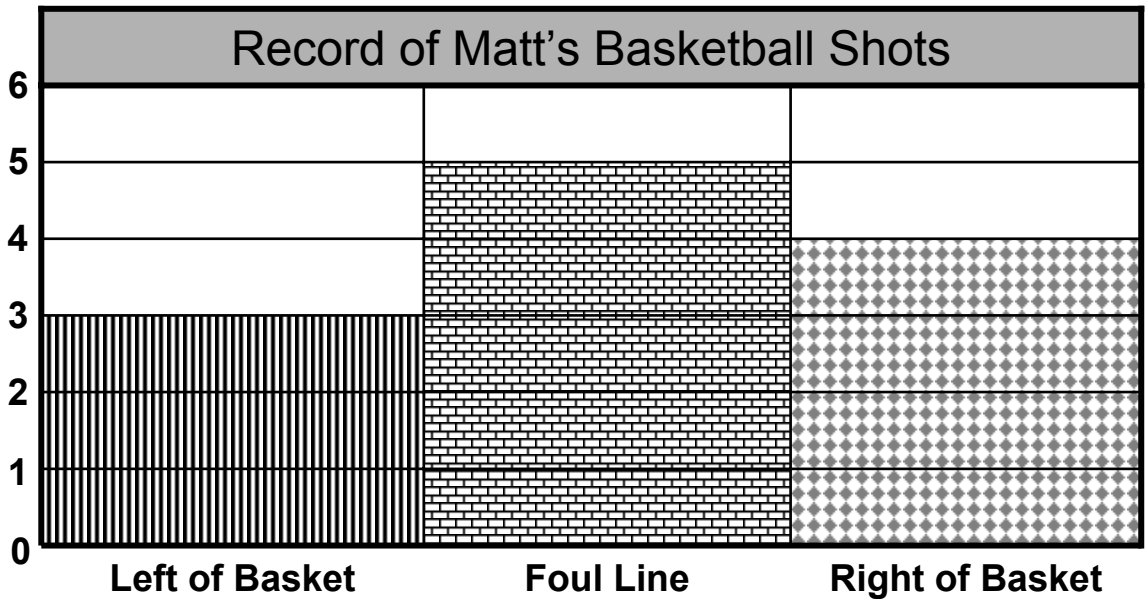**X** Left of Basket   Right of Basket **X**

Foul Line
X

Matt took 6 shots from each of the three positions on the basketball court that are marked with an X. Record the results on the **table** below:

V = Shot is made

O = Shot is missed

Matt's Basket Tally Table

Shot #	Left of Basket	Foul Line	Right of Basket
1	V		
2	O		
3	V		
4	O		
5	V		
6	O		
7		V	
8		V	
9		V	
10		V	
11		V	
12		O	
13			O
14			O
15			V
16			V
17			V
18			V
Total for Position	__3__ **V** __3__ **O**	__5__ **V** __1__ **O**	__4__ **V** __2__ **O**

The bar graph below is based on data from Matt's Basketball Tally Table. Please use it to answer the questions below.

Record of Matt's Basketball Shots

	Left of Basket	Foul Line	Right of Basket

(Bar graph: y-axis from 0 to 6. Left of Basket = 3, Foul Line = 5, Right of Basket = 4)

1. How many shots did Matt make from the left of the basket? _____

2. How many shots did Matt make from the foul line? _____

3. How many shots did Matt make from the right of the basket? _____

4. How many shots did Matt make in all? _____

5. If Matt wants to have a good score, from what position should he take most of his shots?

   _____

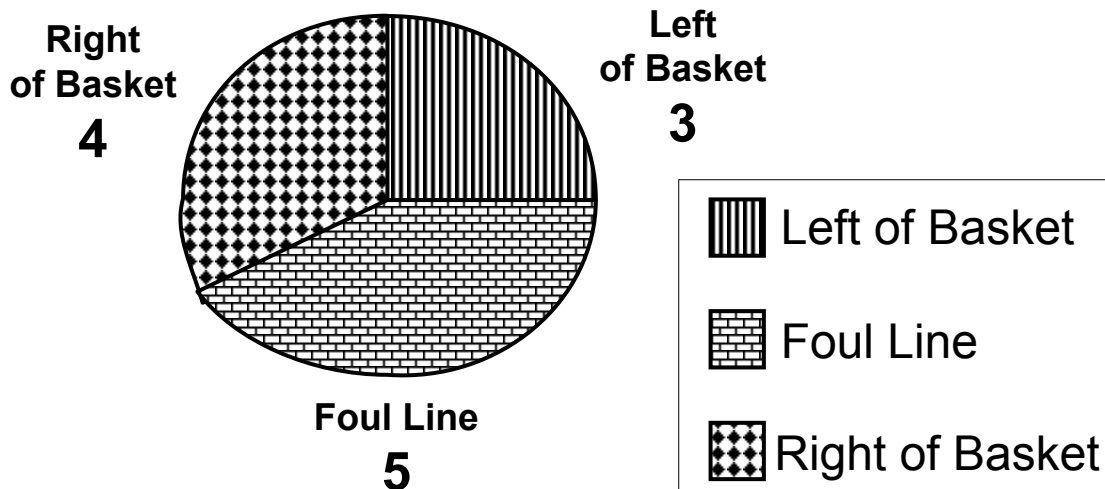6. If Matt wanted to improve his score, which position should he practice shooting from?

   _____

% Correct_____

Student Name_____ Date_____

The pie chart below is based on data from Matt's Basketball Tally Table. Please use it to answer the questions below.

Matt's Basketball Shot Record

Right of Basket
4

Left of Basket
3

▥ Left of Basket

▦ Foul Line

▨ Right of Basket

Foul Line
5

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1. How many shots did Matt make from the foul line?   _____

2. How many shots did Matt make in all?   _____

3. If Matt wanted to improve his score, which position should he practice shooting from?

    _____

% Correct_____